DOCUMENT RESUME

ED 075 100 PS 006 459

TITLE	Title VI-G, ESEA, Proposal for a Modified Primary Program for Children with Learning Disabilities. (Abstract and Narrative Sections).
INSTITUTION	Anchorage Borough School District, Alaska.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE	20 Mar 73
NOTE	58p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Curriculum Design; Evaluation Techniques; *Grade 1; Individualized Instruction; Intervention; *Kindergarten Children; *Learning Disabilities; Models; Primary Grades; *Program Proposals
IDENTIFIERS	Alaska

ABSTRACT

A project emphasizing prevention of learning disabilities through early identification and individualized educational prescriptions was conducted. Children identified through a screening process will go from kindergarten to a modified primary class. Here, they will be provided with a curriculum designed to develop the skills needed for successful participation in first grade. Specific objectives of this project include: (1) Establish assessment procedures; (2) Provide instruction to selected kindergarten and first grade teachers in administering, scoring, and interpreting selected assessment instruments; (3) Screen 600 kindergarteners; (4) Provide in-service training for five regular primary teachers; and (5) Operate four modified primary classes within the Anchorage Borough School District. The model developed in Anchorage will serve as a training resource for university students and for teachers throughout Alaska. (Author/CK)

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ABSTRACT OF THE NARRATIVE SECTION OF THE TITLE VI-G, ESEA, PROPOSAL FOR A MODIFIED PRIMARY PROGRAM FOR CHILDREN WITH LEARNING DISABILITIES

ANCHORAGE BOROUGH SCHOOL DISTRICT

ANCHORAGE, ALASKA

March 20, 1973

Under Section G, Title VI, of the Elementary and Secondary Education Act, the Anchorage Borough School District seeks to establish a model for working with children in the primary grades who have potential learning disabilities.

The main emphasis in the project is on prevention through early identification and individualized educational prescriptions. Children identified through a screening process will go from kindergarten to a modified primary class organized as a part of the regular school program but partially funded under special education. In the modified primary class, children will be provided with a curriculum planned to develop the skills which kindergarten and first grade teachers designate as prerequisites to successful participation in first grade. Within the general curriculum, an individual educational prescription based on a thorough diagnosis will be developed for each child.

PS 006459

The specific objectives set forth in the proposal are:

1. Establish assessment procedures whereby children with potential learning disabilities can be identified in the regular school program at an early age.
2. Provide instruction to selected kindergarten and first grade teachers in administering, scoring, and interpreting selected assessment instruments.
3. Establish and operate during the second semester of 1972-73 a pilot modified primary class composed of fifteen children enrolled in the first grade during the first semester of 1972-73.
4. Screen approximately 600 kindergarten children for the purpose of assigning sixty children who exhibit evidence of potential learning disabilities to four modified primary classes during the 1973-74 school year.
5. Develop an outline of areas to be included in the curriculum to be provided in the Title VI-G modified primary classes and directed toward overcoming the specific learning disabilities identified during the screening and evaluation process.
6. Provide in-service training for five regular primary teachers who will be assigned to modified primary classes.
7. Operate four modified primary classes within the Anchorage Borough School District in which the curriculum outline developed under Objective #5 will be followed and in which individually prescribed educational programs will be provided within the areas of the curriculum outline.

8. Cooperate with the Alaska Department of Education in informing potential replication districts concerning screening procedures for locating children with potential learning disabilities at the kindergarten or beginning first grade level and operating modified primary classes designed to alleviate specific learning disabilities.

The model developed in Anchorage will serve as a training resource for university students and for teachers throughout Alaska who are serving children with specific learning disabilities.

NARRATIVE OF TITLE VI-G ESEA

I. Current Status

There are about 80,000 children of legal school age in Alaska. Approximately 62,000 of them are in elementary school. Over half of all elementary students in the state are in the Anchorage Borough School District. The Greater Anchorage Area Borough School District enrollment has grown from 14,000 in the 1961-62 school year to approximately 34,000 at the present date. The Greater Anchorage Area is the population center of the State. Over one seventh of the special education population in this district is composed of students who come from districts throughout the State.

Alaska State Laws, Section 14.30.351, define "exceptional children" as children who differ markedly from their peers to the degree that they are better served by placement in a special learning program designed to serve their particular exceptionality.

It further defines "children with learning disabilities" as those children who exhibit disorders in one or more of the basic learning processes involved in comprehending or using expressive or receptive language and who may require special facilities, equipment or methods to make their educational program effective.

There are approximately 300-400 Alaskan pupils presently identified as learning disabled. Educational programming around the state in the area of learning disabilities tends to be self-contained and segregated. In almost all cases programming could be defined as remedial and after the fact, rather than preventive or prescriptive.

It is proposed that this grant will provide a model for early assessment and intervention that can be replicated throughout the state.

The Alaska State Department of Education feels that educational placement of children with learning disabilities must reflect their learning strengths as well as deficits. Many learning disabled children can best be educated by remaining in a regular class and receiving supportive service. For other children, however, it is necessary to provide a more specialized educational environment. Several alternatives for educational placement of learning disabled pupils should be provided in all Alaskan school districts. These alternatives must reflect a thorough evaluative and diagnostic procedure to provide appropriate instructional programming for learning disabled pupils.

II. PROGRAM DESCRIPTION

The Anchorage Borough School District is currently constructing a Center for Learner Assistance which will be open to students during the first semester of 1973-74 school year. (Please see appendix I and appendix II for diagrams of the proposed model.)

A major component of that center will be devoted to the establishment of a model for the evaluation of kindergarten and first grade children for the purpose of identifying those children with potential specific learning disabilities and providing programs directed to their needs. The center will be structured so that personnel from other districts throughout the state will have an opportunity to observe materials and techniques employed in the processes of the center. The following staff will be required for developing and implementing the model program under Title VI-G.

1972-73

A. From Title VI-G funds

1. Project Director (full-time)

2. Psychological Evaluation Specialist (half-time)

3. Learning Disabilities Specialist (2 1/2 months at half-time and 6 1/2 months at full-time)

4. Secretary (half-time)

B. From local district funds

1. One certified teacher for modified primary class (second semester)

2. Personnel for psychological evaluations

1973-74

A. From Title VI-C funds

1. Project Director (full-time)

2. Learning Disabilities Specialist (full-time)

3. Secretary (half-time)

B. From local district funds

1. Four certified teachers for modified primary classes (both semesters)

2. Personnel for psychological evaluations

The major objective of this grant is to establish and operate a model center for primary aged school children who are potentially learning disabled. Sub objectives are as follows

1972-73

Objective #1 - Establish assessment procedures whereby children with potential learning disabilities can be identified in the regular school program at an early age.

Implementation

The Specialist in Psychological Evaluation and the Project Director will be responsible for establishing the initial screening and assessment procedure. During the months of September through December, 1972, samples of behavioral checklists and readiness tests will be purchased or borrowed. Several professional references concerning evaluation and learning dis-

abilities will be obtained. Six to ten characteristics which are generally considered by authorities to be indicative of learning disability will be designated, and a system whereby primary teachers can indicate their assessment of the children in their classes with regard to these characteristic will be devised. Appropriate commercial instruments will be purchased, and a screening process will be developed for identifying kindergarten and first grade children with potential learning disabilities. Alternate forms of instruments will be provided and alternatives will be included in the screening process to allow children to be identified for the project during either kindergarten or first grade.

Children will normally be identified for the modified primary classes near the end of their kindergarten year. However, the alternatives will alow children who were missed during the kindergarten screening to be added to the program at the beginning of first grade. The alternatives in the screening and identification process will also make it possible to operate a pilot class during the second semester of 1972-73 for fifteen children who are currently enrolled in first grade.

PS 004869

The screening process, including any commercial instruments, will be developed in such a manner that it can be used by regular primary teachers with a minimum of supervision and special training.

Evaluation

Each teacher who participates in the screening and identification process will be asked to complete an evaluation questionnaire after using the process. The items on the questionnaire will deal with the amount of supervision and training needed to enable the teacher to use the process, how easy it is to use, and how accurate the teacher considers it to be in identifying children with learning disabilities. The items will be in multiple-choice form with two favorable and two unfavorable choices for each item. If 80% of the total responses are favorable, the objective will have been met.

With the exception of the children in the pilot class which will be operated during the second semester of 1972-73, each child in the program will receive a thorough educational and psychological evaluation at some time during his year in a modified primary

group. Appropriate instruments for obtaining precise diagnostic data could include:

A. Basic Concept Inventory
B. Beery-Buktenica Developmental Test of Visual Motor Integration
C. Bender Visual-Motor Gestalt Test
D. Detroit Tests of Learning Aptitude
E. Durrell Analysis of Reading Difficulty
F. Frostig Developmental Test of Visual Perception
G. Goldman-Fristoe-Woodcock Auditory Discrimination Test
H. Goodenough - Harris Drawing Test
I. Illinois Test of Psycholinguistic Abilities
J. Wills Learning Methods Test
K. Northwestern Syntax Screening Test
L. Peabody Picture Vocabulary Test
M. Preschool Language Scale
N. Wechsler Preschool and Primary Scale of Intelligence
O. Wepman Auditory Discrimination Test
P. Wide Range Achievement Test

The results from tests administered during the screening process will be compared with the results from tests administered as part of the complete evaluation to determine what percentage of the children who were screened into the program would also qualify for the

program on the basis of the thorough evaluation.

Objective #2

Provide instruction to selected kindergarten and first grade teachers in administering scoring, and interpreting selected assessment instruments and demonstrate additional techniques for identifying the children to be included in the modified primary classes to be provided under Title VI-G.

Implementation

After the selection of instruments and the development of the screening process, the Specialist in Psychological Evaluation will be responsible for meeting with the teachers who will be involved with the program to acquaint them with tests and other identification techniques. These could include both formal and informal means of assessment in such areas as eye-hand coordination, facility in language usage, visual and auditory perception, discrimination and memory, and in recording observational data.

Evaluation

A project log in which entries are made at least once a week will be kept. Notations will be included describing the meetings with project teachers in which techniques for identifying children with specific learning disabilities were presented or described. Copies of all agendas worksheets, handouts, etc. will be kept on file.

Objective 3

Establish and operate during the second semester of 1972-73 a pilot modified primary class composed of fifteen children who were enrolled in the first grade during the first semester of 1972-73.

Implementation

During the month of November, 1972, the Title VI-C project will be described by members of the project staff at a meeting of the principals of the schools in Area C of the Anchorage Borough School District. (Please see Appendix III for a list of the schools in Area C.) The principals will be asked to complete a questionnaire which will indicate:

A. For the pilot class to be operated during 1972-73

1. The principal's desire to have the pilot class in the school for which he is responsible
2. The availability of adequate space for the pilot class
3. An estimate of the number of children in first grade who might be eligible for the pilot casss
4. The principal's willingness to reassign, if necessary, a teacher in his building to teach the pilot modified primary class

5. The extent to which furniture, equipment, and materials would be available for use in the modified primary class to supplement the materials and equipment to be provided under Title VI-G

B. For the four modified primary classes to be operated during 1973-74

1. The principal's willingness to have the school for which he is responsible participate in the Title VI-G Project during the 1973-74 school year
2. The availability and type of space to be allotted to a modified primary class
3. An estimate of the number of children in kindergarten who might be eligible for a modified primary class to be operated during 1973-74
4. The principal's willingness to reassign, if necessary, a regular primary teacher to the modified primary class and to allow her to work under the supervision of the Title VI-G project staff

5. The extent to which furniture, equipment, and materials would be available for use in a modified primary class during 1973-74 to supplement materials and equipment to be provided with Title VI-G funds.

The responses on the questionnaires will be considered, along with other factors such as availability of bus transportation, in deciding from which school or schools children will be selected for the pilot class and in selecting the building in which the pilot class will be operated from mid-term until the end of the 1972-73 school year.

During December, 1972, the Psychological Evaluation Specialist will instruct the first grade teachers in the school or schools which will be involved with the

pilot class in the screening and identification process which is developed by the project staff. The screening process used for identifying the children to be assigned to the pilot class will, of necessity, be less sophisticated and precise than the screening process which will be used to identify kindergarteners at the end of the school year for inclusion in the modified primary classes to be operated under Title VI-G during the 1973-74 school year. The first grade teachers will use the process in screening the children in their respective classes for the purpose of identifying the specific fifteen children who will participate in the pilot class. The teachers will be responsible for administering and scoring all tests and for summarizing the results under the supervision of the Specialist in Psychological Evaluation. In the event that more than fifteen children are identified as being eligible for the pilot class, the final decision regarding the membership of the class will be made by the Specialist in Psychological Evaluation, with the approval of the Project Director and after contacting the child's parents.

Prior to January 1, 1973, the Learning Disabilities Specialist will develop a preliminary list of skills which are considered to be prerequisites to a child's successful participation in a regular first grade. The list of skills will be organized

as an outline of the curriculum which will be followed in modified primary class and will be consistent with the specific characteristics and test items which are assumed to signify potential learning disabilities in the screening process. The outline will consist of the general areas to be included in the curriculum for the four modified primary classes which will be in operation during the 1973-74 school year. However, the details will not necessarily be complete at the time that the pilot class is begun. Materials and equipment designed to improve the specific skills which are included in the curriculum outline will be pruchased or borrowed.

Prior to mid-term of the 1972-73 school year, the Learning Disabilities Specialist will be responsible for meeting with the teacher of the pilot modified primary class for the purpose of instructing her concerning the rationale for the class, the curriculum to be followed, the use of any special equipment and materials, and any teaching techniques which are particularly appropriate for children with learning disabilities.

During the first three weeks after the children are assigned to the pilot class the Specialist in Psychological Evaluation and the Learning Disabilities Specialist will assist the teacher of the class in making a precise diagnosis of the strengths and deficits of each child in

the group and in developing individual, educational prescriptions which are consistent with the educational diagnoses. During the time that a child is in the class, the majority of his activities and assignments within the general curriculum will follow his individual prescription and will reflect his unique learning strengths and specific deficits. Records will be kept by the teacher on forms provided by the project staff. These forms will indicate the results on any psychological or educational tests which are administered, the educational program to be provided for the child, and the child's progress in the areas included in his individual program.

After the class is organized, the Learning Disabilities Specialist will spend one day per week in the classroom working with the teacher, and occasionally working directly with the children, for the purpose of assuring that the pilot class is actually providing a specialized curriculum designed for the children who are assigned to the class and that the individual prescriptions are being followed.

The following placement alternatives will be available after a child has been screened into the pilot modified primary class:

A. If it becomes apparent that an error has been made in screening or that a child has progressed

to the extent that he is actually functioning at a level which is commensurate with the level of most of the children in a regular first grade, he may be transferred to a regular first grade class before the end of the 1972-73 school year.

B. If a child remains in the pilot class until the end of the school year and is considered to be able to progress normally in a regular second grade, it will be recommended that he will be assigned to a second grade class for the year following his placement in the pilot modified primary class.

C. If, at the end of 1972-73 school year, a child is considered to be able to progress normally with a regular first grade but is not considered to be ready for placement in a second grade, it will be recommended that the child will be assigned to a first grade class for the year following his placement in the pilot modified primary class.

D. If a child has made some progress as a result of his placement in the modified primary class, but he is not considered to be capable of functioning normally with a regular first grade class, he may

be assigned to a modified primary class for at least a part of the year following his first year in a modified primary class.

E. If it becomes apparent to the teacher of the modified primary class that a child is not acquiring the skill designated as a part of the curriculum for this class at a rate which will allow him to funciton in the regular school program upon his release from the modified primary program, he may be referred for a special education program designed for children who are more severely handicapped than those included in the Title VI-G modified primary program. The child's ultimate placement will be made on the basis of the following criteria:

1. Discriminatory individual diagnosis will reveal multiple handicaps to the child's ability to learn. Such diagnosis will be done by appropriately trained personnel meeting the criteria of the Special Education Division in the Alaska Department of Education.
2. The child will demonstrate inability to profit from the large group instruction of the Title VI-G modified primary class.

3. The child will be processed for acceptance into Special Education through the already established policies and procedures of that department.

4. The child will demonstrate inability to profit from the large group instruction of the modified primary classroom for reasons unidentifiable but of serious enough consequence to provide a serious detriment to the learning of others.

A child's readiness for placement in a regular first or second grade will be determined on the basis of the following criteria

A. The child will have developed a pathway of thinking in acquiring new academic learnings by demonstrating transference of "how to learn patterns" to learning new concepts independently.

B. The child will be reading at least at the average grade level of the class in which he will be placed in the traditional program.

C. The child will demonstrate the written language skills of spelling, syntax and composition comparable to

performance of the class in which he will be placed in the regular program.

D. The child will demonstrate functional ability in contributing to discussions, receiving and implementing directions, and taking dictation at the complexity appropriate for the grade in which he will be placed.

When a child is being considered for transfer from the modified primary program to a class in the regular school program, at least one commercial instrument used in the original screening process will be re-administered. The score on this instrument, the teacher recommendation, and the child's level of attainment with regard to the skills included in the curriculum outline developed for the modified primary class will be considered in determining the child's placement. The final decision regarding the child's placement will be made by the Specialist in Psychological Evaluation, with the approval of the Project Director and after contacting the child's parents.

Evaluation

During the last three weeks of the 1972-73 school year, the teacher in the pilot class will be re-

sponsible for administering, scoring and summarizing results from an alternate form of at least one of the commercial instruments used in the screening process. The scores obtained will be compared with the scores on the tests which were administered at the time the children were screened. It is anticipated that at least 80% of the children who are in the pilot modified primary class during the entire period from mid-term until the end of the 1972-73 school year will have made more than one-half year's gain in the skills and behavior measured by the instrument.

Objective #4

Screen approximately 600 kindergarten children in schools selected from those included in Area C in the Anchorage Borough School District for the purpose of assigning approximately sixty children who exhibit evidence of potential learning disabilities to four modified primary classes during the 1973-74 school year.

Implementation

After the pilot modified primary class has been selected, the screening process will be evaluated and refined as a result of its use in selecting the children for the pilot class so that a more precise

identification method will be available for screening the kindergarten children who will be included in the four modified primary classes to be operated during 1973-74.

Between January 1 and April 30, 1973, the kindergarten teachers in selected schools in Area C of the Anchorage Borough School District, under the direction of the Specialist in Psychological Evaluation and the Project Director, will use the screening process developed under Objective #1, and further refined, with the kindergarten group or groups for which they are responsible. Since one of the aims implied for the project is to develop a model which can be replicated in school districts which may provide a minimum of special services to support the regular teachers in conducting a similar program, the regular kindergarten teachers will be responsible for conducting the screening, scoring any instruments and recording and summarizing the results. The data collected in this manner will be submitted to the Specialist in Psychological Evaluation. He will interpret the results of the screening process and will select, subject to the approval of the Project Director and after contacting the parents of the children, a maximum of fifteen children for each of

the four modified primary classes which will be operated during the 1973-74 school year. These sixty children will be chosen from the four pairs of schools which will be selected to participate in the Title VI-G Project. (Please refer to Objective #6.)

A list of the names of the children who meet the screening criteria for being included within the program but who are in schools which are not selected as project schools will be given to the Area C principals. The principals will be offered assistance on an informal basis in establishing modified primary classes for these identified children within their buildings. They will be invited to attend workshops and to allow members of their staff to attend and participate. They will be provided, upon their request, such materials as sample copies of forms developed for the project; and they will be given the information necessary for ordering tests, materials, and pieces of equipment like those which are used in the Title VI-G classes. However, because of budgetary limitations, none of these items will be supplied in large quantities except for use in the modified primary classes which are operated directly under Title VI-G.

Evaluation

Entries in the Project Log will serve as evidence that the screening process is taking place. Samples of all directions to the kindergarten teachers, checklists, and other instruments will be filed. The objective will have been met when a list of the children who will be members of the four modified primary classes to be organized under Title VI-G for the 1973-74 school year has been filed with the Director of Special Education for the Anchorage Borough School District.

Objective #5

Develop an outline of areas to be included in the curriculum to be provided in the Title VI-G modified primary classes and directed toward overcoming the specific learning disabilities identified during the screening and evaluation process.

Implementation

Between November 15, 1972, and March 31, 1973, the Learning Disabilities Specialist will expand and refine the outline of areas in the curriculum which is followed in the pilot modified primary class which will be operated under Title VI-G during the second semester of the 1972-73 school

year. Curriculum guides, descriptions of special kindergarten and first grade programs, professional references in the area of curriculum development and specific learning disabilities, advertising literature and samples of commercial and teacher-made materials designed for use in the primary grades or for children with learning disabilities will be obtained. Locally developed curriculum guides, particularly those prepared by kindergarten and first grade teachers, will be studied; and curriculum committee meetings will be attended by members of the project staff whenever possible.

The material obtained from all these sources will be analyzed by the Learning Disabilities Specialist and the Project Director to determined its relevance and usability in a program designed to overcome in a regular classroom setting the disabilities identified by the assessment procedures developed in Objective #1. The outline of the areas in the curriculum will be related to the specific learning disability characteristics which are identified under Objective #1 and will be consistent with the tasks children are expected to perform during the screening process and with the items which are

included on the screening instruments. In developing the outline of curriculum areas, the Learning Disabilities Specialist will attempt to determine (1) the specific skill deficits which cause teachers to identify children as having potential learning disabilities, (2) the specific skills which first grade teachers consider to be necessary prerequisites to success in first grade, and (3) certain materials and activities which have been designed or developed to alleviate the skill deficits recognized in kindergarten and to provide the skills which are necessary for success in a regular first grade class.

The curriculum outline will include suggested activities, materials, and equipment which could appropriately be used in a regular classroom at the primary level for overcoming the disabilities identified by means of the screening process. The activities, materials and equipment will be categorized according to the tasks and test items used in the screening process.

Evaluation

Project Log entries and evidence that the curriculum guides, program descriptions, references, advertising literature, and samples of materials are being acquired

will document progress toward attaining this objective. The objective will have been attained when a copy of the curriculum outline has been submitted to the Director of Special Education for the Anchorage Borough School District.

Objective #6

Provide in-service training for five regular primary teachers who will be assigned to modified primary classes.

Implementation

Prior to March 15, 1973, the names of the four teachers who will be responsible for the Title VI-G modified primary groups during 1973-74 will be given to the Project Director by the Director of Special Education for the Anchorage Borough School District. During April and May, 1973, a regular series of workshops, informal contacts, and group discussion periods with these teachers and with the teacher of the pilot modified primary class will be arranged by the Learning Disabilities Specialist, who is responsible for developing the special curriculum for the identified children and for training the teachers in its implementation. The amount of $400 has been included in the budget to provide substitutes to release these

five teachers for four half days to attend training sessions and to work with the Learning Disabilities Specialist. Other contacts will be made with the teachers in their own classrooms and during after-school meetings. General topics to be covered will include:

A. The rationale for the program

B. The process by which the target children were selected

C. The process by which the special curriculum was developed

D. The screening and assessment process and administration and interpretation of diagnostic instruments

E. Planning and carrying out individual educational prescriptions within a regular classroom

F. The availability and use of materials and equipment for providing the special curriculum developed for the project and for implementing an individualized diagnostic-prescriptive program for children with potential learning disabilities

G. Ways in which teachers can adapt or construct materials to be used in the modified primary classrooms

H. The process by which the project and the children in the project will be evaluated.

Evaluation

Copies of the Project Log entries, agendas of in-service training meetings, memos, and other instructions provided for the primary teachers who will be assigned to the Title VI-G modified primary classes will be kept on file. When this material indicates that the topics listed under "Implementation" have been covered the objective will have been met.

1973-74

Objective #7

Operate four modified primary classes within Area C of the Anchorage Borough School District in which the curriculum outline developed under Objective #5 will be followed and in which individually prescribed educational programs will be provided within the areas of the curriculum outline.

Implementation

The schools in Area C will be paired in the following manner:

I	III
Airport Heights	Creekside Park
Williwaw	Muldoon
II	**V**
Wonder Park	Nunaka Valley
Mountain View	College Gate
IV	
Ptarmigan	
Chester Valley	
VI	**VII**
Birchwood	Homestead
Chugiak	Eagle River

On the basis of the responses of the Area C principals on the questionnaires submitted to them in November, 1972, four pairs of schools will be selected to participate in the Title VI-G modified primary project. (Please refer to Objective #3.) One building in each of the four pairs will be selected for the location of a modified primary class to be operated during the 1973-74 school year.

Relocatables will be provided, if necessary, at the selected buildings to insure classroom space. The

modified primary group will not necessarily be assigned to the relocatable building. It will be the principal's option to assign the modified primary class to the relocatable or to assign the class to the main building and use the relocatable for some other segment of the regular school program.

A maximum of fifteen children in each of the four pairs of schools chosen to participate in the project will be assigned to the modified primary classes on the basis of the results of the screening process which was developed under Objective #1 and used in the Area C kindergartens between January and April, 1973. In the event that some of the children who were selected during the spring of 1973 do not return in the fall or are not actually assigned to the modified primary classes, their places will be filled by other eligible children who were identified during the kindergarten screening or by children in first grade who have been recommended by their teachers and who meet the criteria for being included in the modified primary classes. Although the salary of the Specialist in Psychological Evaluation will not be paid from Title VI-G funds during the second year of the project, he will be responsible for selecting, with the approval of the Project Director, and after

contacting the parents, the children who will fill vacancies in the classes as they occur.

The teachers who participated in the in-service training sessions during April and May, 1973, will be assigned to the modified primary classes. The outline of the areas in the curriculum which was developed under Objective #5 will be the curriculum guide for these classes, and the materials and equipment provided will be selected for appropriateness in relation to the curriculum outline and for utility as components in individual educational prescriptions.

During September, 1973, each teacher of a modified primary class, with the assistance of the Specialist in Psychological Evaluation and the Project Director, will be responsible for making an individual educational diagnosis of every child in her class and for developing, with the assistance of the Learning Disabilities Specialist, an educational prescription which is consistent with the diagnosis and the curriculum outline. The individual teachers in the classes will be responsible for analyzing the results of the screening process for each child individually and for using further formal and informal diagnostic procedures

Records will be kept on forms to be provided by the project staff. They will indicate the results on any psychological or educational tests which are administered, the educational prescription developed for each child, and the child's progress in the areas in his individual program.

The Learning Disabilities Specialist will be responsible for conducting regular meetings with the project teachers throughout the 1973-74 school year. The teachers will be contacted individually and in groups for the purpose of assisting them in following the curriculum outline and in selecting and using the suggested activities and materials in planning and following a program for each child directed toward his identified needs, thereby providing an intensive, sequential educational program in areas of identified deficit while utilizing each child's individual strengths. The Learning Disabilities Specialist will spend the equivalent of one day per week in each of the four modified primary classrooms working with the teacher. Although the teacher will have the direct responsibility for teaching the children, the Learning Disabilities Specialist may, from time to time, work with a child or a group of children for the purpose of trying out or demonstrating some material or technique.

Upon completion of the Center of Learner Assistance, one room in that building will be designated for the use of the Title VI-G Project. Each of the modified primary classes will be assigned to the room in the Center for Learner Assistance for approximately one-fourth of the time remaining between the completion date for the Center and the end of the 1973-74 school year. Allowing each modified primary class to spend a portion of the year housed in the Center for Learner Assistance will serve the following purposes:

A. Personnel and facilities for intensive diagnosis will be readily available either within the Center or from the nearby Alaska Treatment Center

B. The teacher-training component of the replicati strategy can be enhanced by providing opportunities for personnel, both from within and outside of the Anchorage Borough School District, to observe the Title VI-G modified primary classes in action in a facility which is designed to allow such observation with a minimum of distraction and interference with classroom procedures.

C. The four groups will share approximately equally in the responsibility for serving as a model for observation by university students

and personnel from other schools in which the model may be replicated.

D. Pieces of equipment which are not usually available in a regular school may be used for a brief period to determine their value for primary children with a potential for learning disability. This information will be useful in advising personnel from schools in which the modified primary program will be replicated.

It is anticipated that the block of time which each class spends in the Center for Learner Assistance will serve as an intensive diagnostic period so that by the time a child leaves the modified primary program, it will be possible to direct him toward the most desirable kind of placement and provide extensive information which will contribute toward optimum educational planning in the future.

Precise diagnostic data will be collected on all the children selected for the modified primary classes at least during the first full year the program is in operation. The results of informal screening procedures developed for this project can then be compared with widely used and commonly accepted

instruments as a check on the accuracy of the locally developed screening process. Appropriate diagnostic instruments could include:

A. Basic Concept Inventory
B. Beery-Buktenica Developmental Test of Visual-Motor Integration
C. Bender Visual - Motor Gestalt Test
D. Detroit Tests of Learning Aptitude
E. Durrell Analysis of Reading Difficulty
F. Frostig Developmental Test of Visual Perception
G. Goldman-Fristoe - Woodcock Auditory Discrimination Test
H. Goodenough- Harris Drawing Test
I. Illinois Test of Psycholinguistic Abilities
J. Mills Learning Methods Test
K. Northwestern Syntax Screening Test
L. Peabody Picture Vocabulary Test
M. Preschool Language Scale
N. Wechsler Preschool and Primary Scale of Intelligence
O. Wepman Auditory Discrimination Test
P. Wide Range Achievement Test

In addition to the formal evaluation provided while a child is attending school in the Center, continuous informal diagnosis will be possible as a part

of the teaching process because of the limited class size. At any time during the year, the teacher may refer for further diagnosis any child for whom the curriculum in the modified primary class seems to be inappropriate. Referrals will be made to the Project Director, who will arrange for an intensive diagnosis through the Psychology Department and/or other personnel in the Anchorage Borough School District, particularly individuals on the staff of the Center for Learner Assistance who have special training in the diagnosis and remediation of learning disabilities and related disorders.

After a child has been screened into the Title VI-G modified primary program, the following placement options will be available:

A. If it becomes apparent that an error has been made in screening or that a child has progressed during the summer to the extent that he is actually functioning at a level which is commensurate with the level of average beginning first graders, he may be enrolled in a regular first grade rather than a modified primary class.

B. If, after being placed in a modified primary class, it becomes apparent that a child has progressed to the extent that he is able to succeed in a regular first grade, he may be transferred to a regular first grade class.

C. If a child remains in a modified primary class until the end of the school year and is considered to be able to progress normally in a regular second grade, it will be recommended that he will be assigned to a second grade class for the year following his placement in a modified primary class.

D. If, at the end of the 1973-74 school year, a child is considered to be able to progress normally with a regular first grade, but is not considered to be ready for placement in a second grade, it will be recommended that the child will be assigned to a first grade class the year following his placement in a modified primary class.

E. If a child has made some progress as a result of his placement in a modified primary class, but he is not considered to be capable of functioning normally with a regular first

grade class, he may be assigned to a modified primary class for at least a part of the year following his first year in a modified primary class.

F. If it becomes apparent to the teacher of the modified primary class that a child is not acquiring the skills designated as a part of the curriculum for this class at a rate which will allow him to function in the regular school program upon his dismissal from the modified primary program, he may be referred for a special education program designed for children who are more severely handicapped than those included in the Title VI-G modified primary program. The child's ultimate placement will be made on the basis of the following criteria:

1. Discriminatory individual diagnosis will reveal multiple handicaps to the child's ability to learn. Such diagnosis will be done by appropriately trained personnel meeting the criteria of the Special Education Division in in the Alaska Department of Education.

2. The child will demonstrate inability to profit from the large group instruction of the Title VI-G modified class.
3. The child will be processed for acceptance into Special Education through the already established policies and procedures of that department.
4. The child will demonstrate inability to profit from the large group instruction of the modified primary classroom for reasons unidentifiable but of serious enough consequence to to provide a serious detriment to the learning of others.

During the last three weeks in May, 1974, at least one commercial test selected from those which were administered during the screening process will be readministered to the children in the modified primary classes. After administering and scoring these tests and summarizing the results, the teachers of the Title VI-G modified primary classes will be asked to recommend a placement for each child in the class

for the 1974 75 school year. The Specialist in Psychological Evaluation will consider the teachers' and parents' recommendations, the results of tests administered to the child, and any other pertinent information in determining, subject to the approval of the Project Director, each child's placement for the beginning of the 1974-75 school year.

A child's readiness for placement in a regular first or second grade will be determined on the basis of the following criteria:

A. The child will have developed a pathway of thinking in acquiring new academic learnings by demonstrating transference of "how to learn patterns" to learning new concepts independently.

B. The child will be reading at least at the average grade level of the class in which he will be placed in the traditional program.

C. The child will demonstrate the written language skills of spelling, syntax and composition comparable to performance of the class in which he will be placed in the regular program.

D. The child will demonstrate functional ability in contributing to discussions, receiving and implementing directions, and taking dictation at the complexity appropriate for the grade in which he will be placed.

Evaluation

Within the first three weeks of the 1973-74 school year, all children who were identified during their kindergarten year as potentially learning disabled will be given a commercial first-grade readiness test by the teachers of the modified primary classes under the direction of the Specialist in Psychological Evaluation. The same readiness test or a different form of that test will be administered by the teachers in the modified primary rooms during the last four weeks of the 1973-74 school year. Each teacher will be responsible for scoring the tests and summarizing the pre-test and post-test results, which will be analyzed by the members of the project staff. The Title VI-G modified primary program will be considered to have been successful if 80% of the children who have been in the program during the entire school year have raised their scores by the number of points equivalent to one standard deviation in the scores obtained by

the population upon which the national norms for the instrument were computed. The pre-test scores will also serve as an indicator of the discriminatory ability of the assessment procedures utilized in kindergarten and as evidence that the children selected for the modified primary classes are at at lower level of readiness than is generally expected for children entering first grade.

Objective #6

Cooperate with the Alaska Department of Education in informing potential replication districts concerning screening procedures for locating children with potential learning disabilities at the kindergarten or beginning first grade level and operating modified primary classes designed to alleviate specific learning disabilities.

Implementation ...

Beginning in December, 1972, a series of articles describing the progress of the Title VI-G Project will be published in the Dean, a monthly newsletter circulated by the Alaska Department of Education.

The first of these articles will be prepared by the Project Director and will present background information concerning Title VI-G, ESEA, and some of the preliminary activities which have taken place. The second article will be prepared by the Specialist in Psychological Evaluation and will describe the screening and diagnostic process. In the third article the Learning Disabilities Specialist will discuss efforts to assist teachers in providing individualized educational prescriptions. The final article will be prepared by the Chief of the Division for Special Education in the Alaska Department of Education. He will describe the potential for replication and will invite interested districts to contact him regarding their plans for establishing similar programs.

In late April or early May, 1973, personnel in school districts where an interest in the project is evident and where replication might be feasible will be invited to observe the pilot modified primary class and to discuss the Title VI-G program with the project staff in a sustained three-day workshop. This workshop will be jointly sponsored by the Alaska Department of Education and the Title VI-G staff.

A logical group of schools to be invited to participate would be those within the service area of the ASEINC operated by the Anchorage Borough School District, or they might be selected from a list of urban or semi-urban districts which would include the following communities:

A. Fairbanks
B. Juneau
C. Kenai
D. Ketchikan
E. Kodiak
F. Matanuska-Susitna Valley
G. Petersburg
H. Sitka

The workshop will involve approximately twenty-four people and will generally include a member of the administrative staff, a special educator, and a regular first grade teacher from each of the schools invited to participate. It is expected that the districts which accept an invitation to attend the workshop will bear some of the costs such as providing funds to cover some of the expenses of their participants. However, the Alaska Department of Education

will encourage participation by providing some additional money. The agenda will include sections during which the members of the Title VI-G staff will explain and discuss their contribution to the development of the project. The Specialist in Psychological Evaluation will discuss the utilization of the screening process developed for the modified primary program. The Learning Disabilities Specialist will be responsible for presenting an overview of the curriculum to be followed in the modified primary classes and the development of individual educational prescriptions within the framework of the curriculum outline. The Project Director will discuss administrative aspects of the program such as teacher qualifications, space requirements, and class size.

During the workshop, participants will have an opportunity to develop a written replication plan which will be submitted to the Chief of the Division of Special Education in the Alaska Department of Education.

By the end of the three-day workshop, the Chief of the Division of Special Education will have selected up to eight school districts which seem to have feasible replication potential. These districts will

be strongly encouraged through foundation support and possibly by means of some extra state funding in their efforts to establish classes modeled upon those developed and operated in Anchorage under Title VI-G.

During the first semester of the second year of the project, personnel in the districts in which the model is being replicated will be scheduled singly or in groups to visit the modified primary classes in Anchorage and confer with the Title VI-G staff for assistance in establishing similar classes. During the second semester of 1973-74, members of the project staff may be called upon by the Alaska Department of Education to visit the replication districts to offer on-site assistance and to aid the Department of Education in its monitoring function. Funds for these visits by replication personnel and the project staff will be supplied by the replication districts and/or the Department of Education.

Evaluation

Copies of the articles submitted to the Dean, the agenda of the workshop to be held in the spring of 1973, and examples of materials supplied to personnel

in the replication districts will be kept on file to serve as evidence that these activities are taking place.

Copies of the plans submitted by the districts chosen for replication and the memorandums of agreement between the Alaska Department of Education and the replication districts will be supplied to the Project Director to be included in any evaluation reports.

Records summarizing the activities during observation and monitoring visits will be maintained.

III. Coordination with Significant Agencies

A. The Anchorage Borough School District will provide office space for the project staff and space in the form of classrooms or relocatables for the modified primary classes.

B. Through state special education foundation funding, the Anchorage Borough School District will provide the salary for one teacher for the second semester of 1972-73 and for four teachers for the 1973-74 school year.

C. The services of the Associate Special Education Instructional Materials Center operated by the Anchorage Borough School District will be available to aid the project staff in locating and examining appropriate materials and equipment for the project.

D. The Alaska Department of Education in cooperation with the Anchorage Borough School District will implement the replication strategy proposed for this grant. Consultants from the State Department of Education will be working with all school districts replicating the proposed model. Some funds will be provided by the State Department of Education, and consultants from the Department will work with the the project staff and personnel in the replication districts.

E. The University of Alaska, Department of Special Education, may be consulted regarding the evaluation process and training teachers to work with young children who may have learning disabilities.

F. The library facilities at the University of Alaska have been made available for the use of the project staff in doing research connected with this proposal.

IV. Problems Anticipated

A. It is probable that many more children will be recommended for the modified primary classes than can be accommodated in the four classes of fifteen children each proposed for this project. It will be extremely difficult to refuse to include children who need help when the classes are full.

B. Interest in replicating the project may be generated more rapidly than the staff can respond. The first duty of the staff members will be to assist those districts selected by the Alaska Department of Education for replication. Yet there may be several schools in the Anchorage District or in other communities in Alaska where teachers and administrators are eager to start classes similar to the Title VI-G modified primary classes. The project staff may be expected to respond to their requests for assistance before many of the problems in establishing and operating the modified primary classes have been resolved.

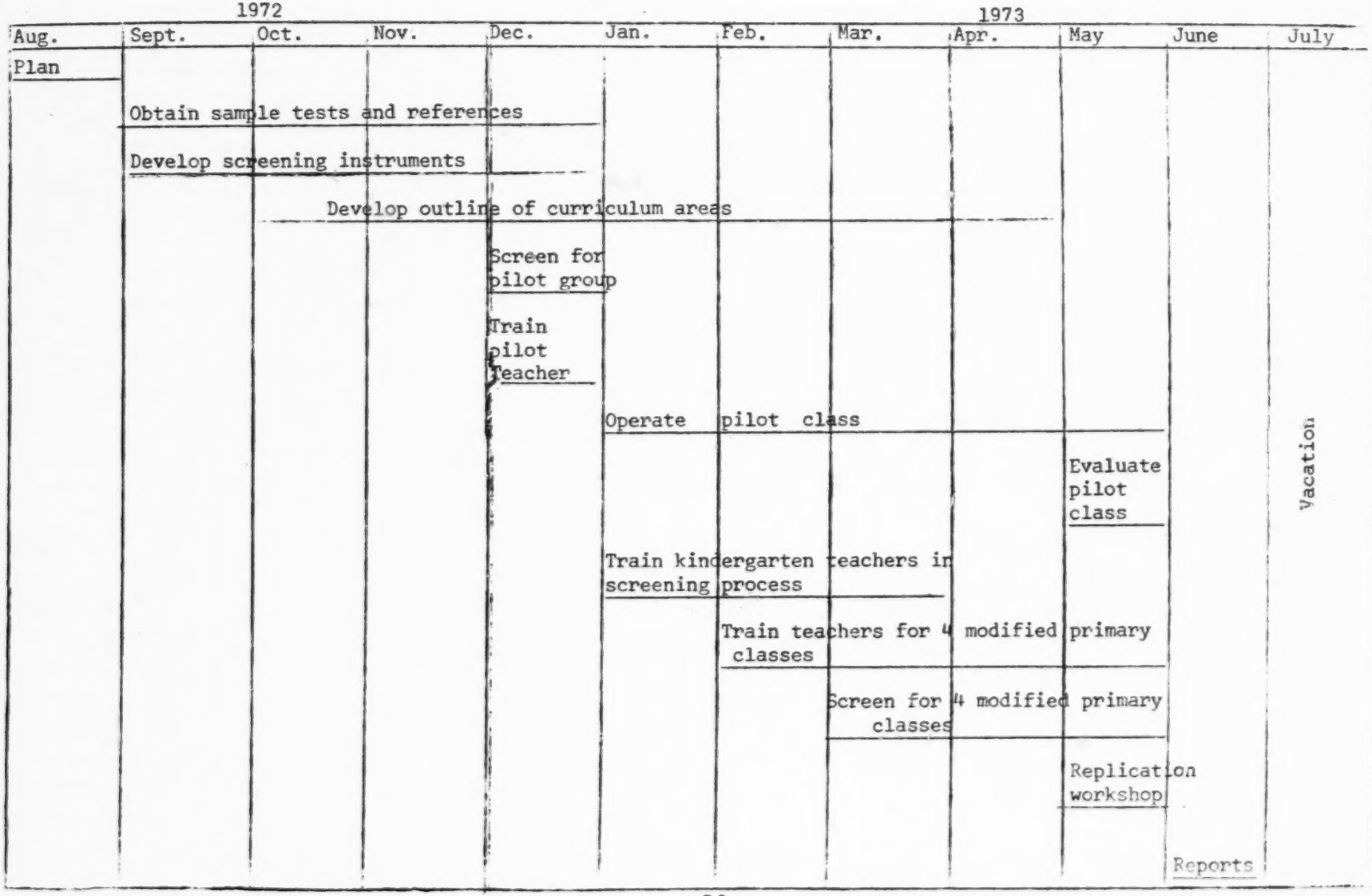
C. The model developed in Anchorage may require considerable adaptation to make it appropriate for other districts in Alaska because of extreme differences in culture, geography and resources available.

V. Monitoring System

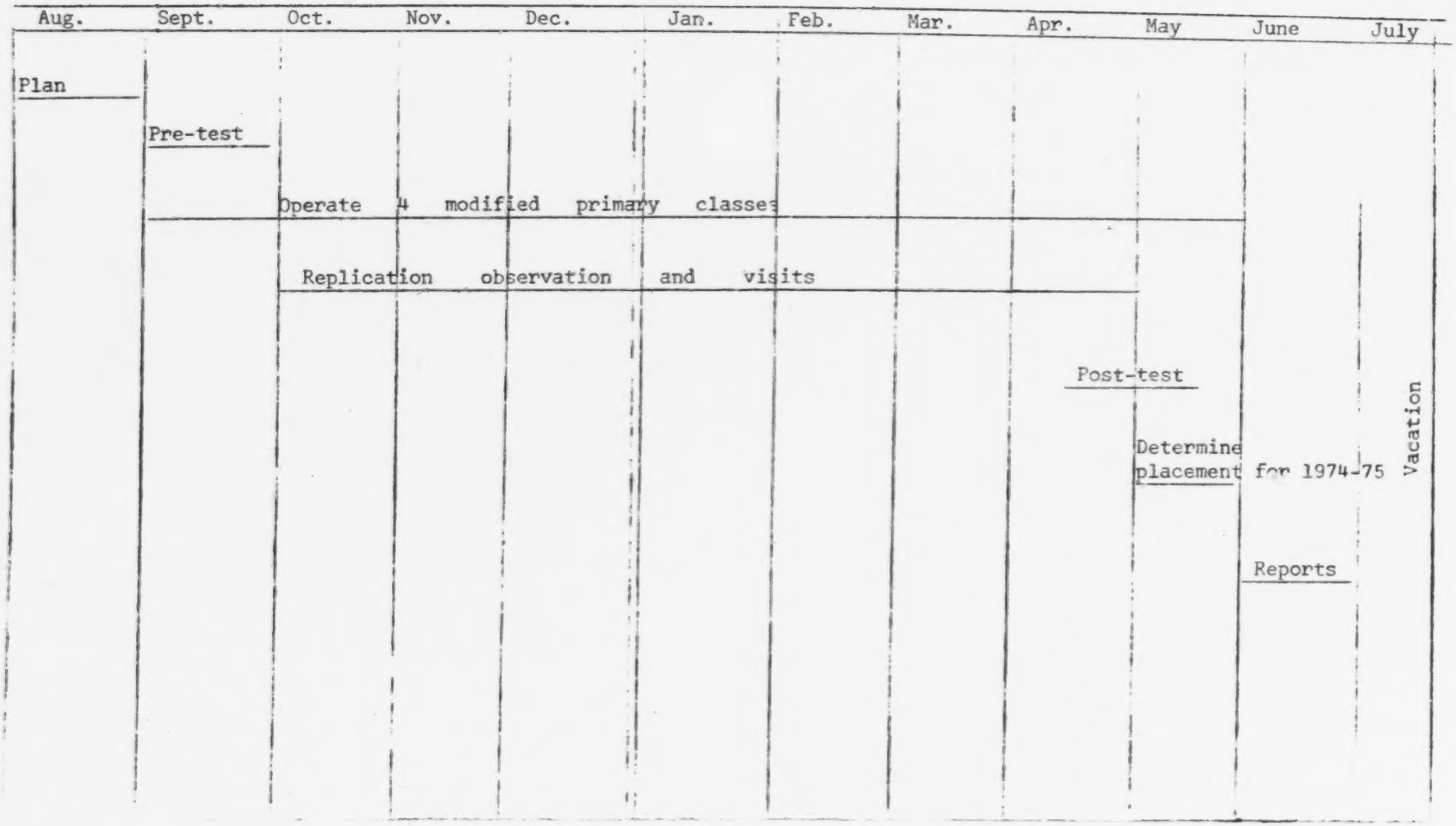
The Project Log and the Schedule of Activities will serve as the primary monitoring instruments. In January and June of each of the two years of the project, the Project Director will file with the Director of Special Education for the Anchorage Borough School District a statement summarizing the contents of the Log and relating the activities described to the Schedule of Activities.

Informal conferences will be held from time to time with the Chief of the Division of Special Education in the Alaska Department of Education when he is available in Anchorage. During these conferences the Division Chief will be informed regarding the progress of the project.

VI. Schedule of Activities
Title VI-G, ESEA
1972-73



VI. Schedule of Activities
Title VI-G, ESEA
1973-74



VII. Dissemination

Four articles describing the project will be published in the Dean, which is circulated by the Alaska Department of Education, as a part of the replication strategy.

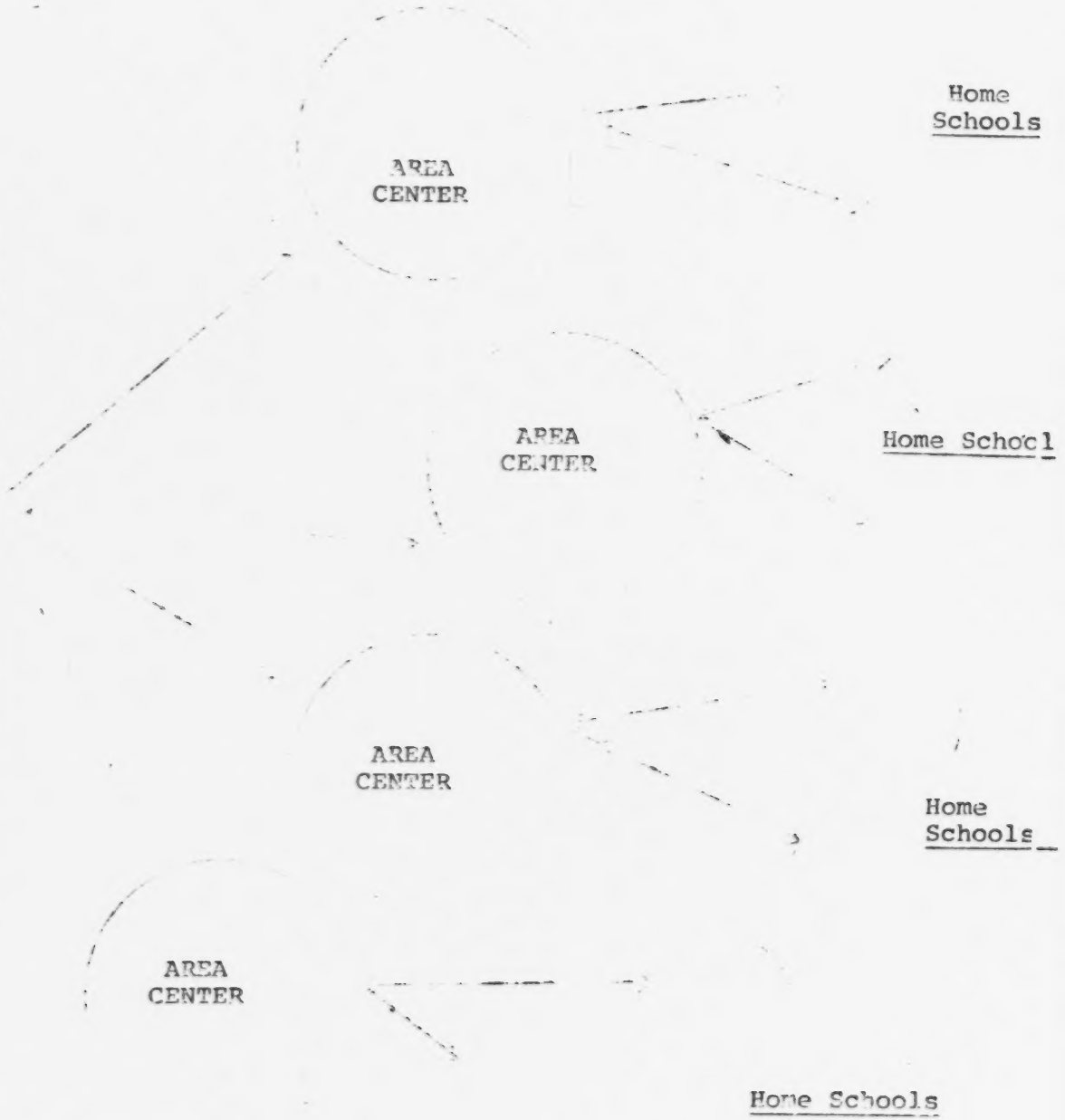
A videotape made by Dr. Jeanne McCarthy and Mr. Frank King on the first technical assistance visit to the project will be shown to various groups as a means of presenting background information concerning Title VI-G, learning disabilities and the Anchorage Project.

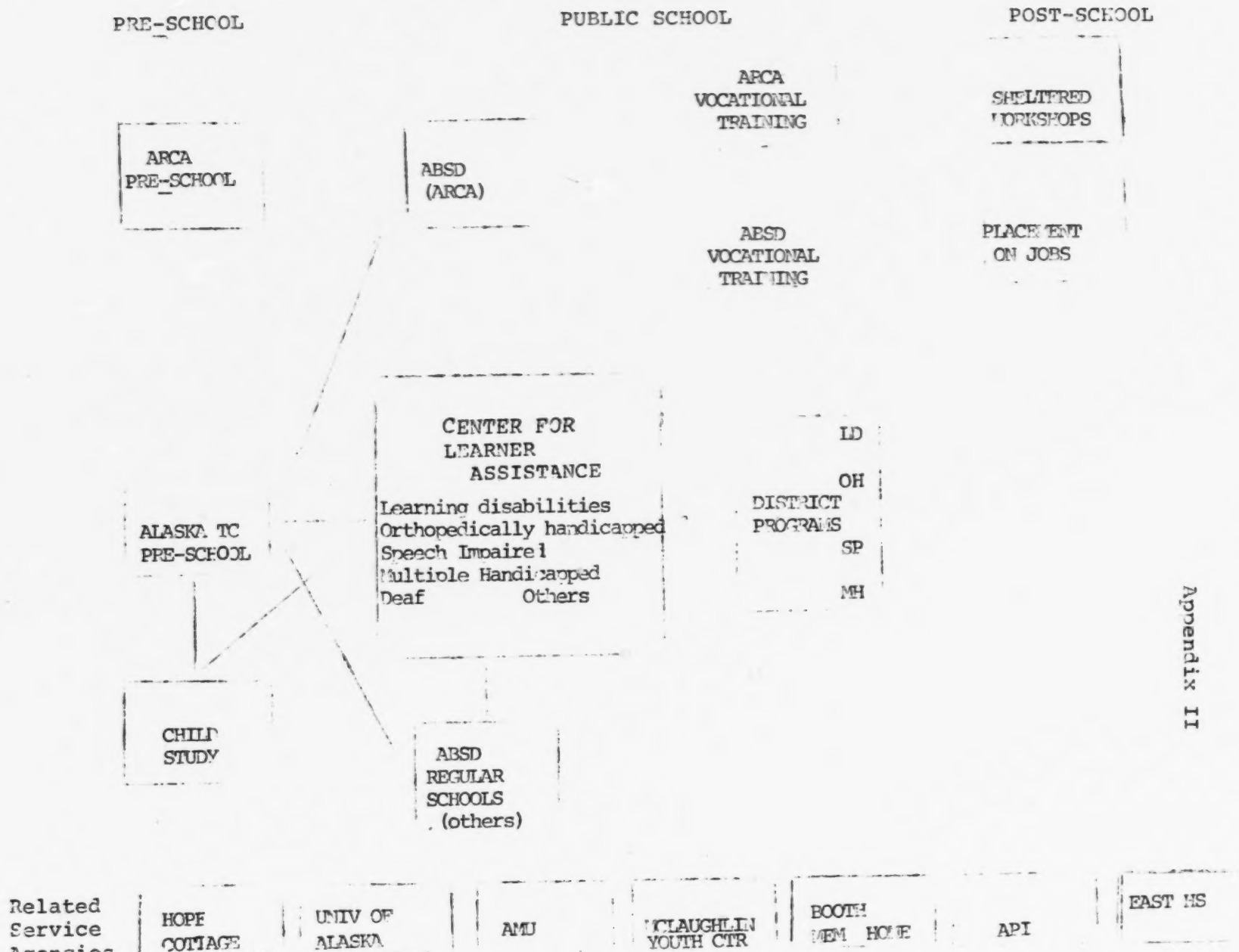
The Title VI-G staff will cooperate with the Publicity Department for the Anchorage Borough School District in providing materials for television and radio broadcasts and newspaper articles.

By the end of the project, July 31, 1974, the Project Director will provide the Director of Special Education of the Anchorage Borough School District and the Chief of the Division of Special Education in the Alaska Department of Education with a copy of the project proposal, all monitoring statements, and the evaluation summary for the project for further dissemination.

SPECIAL EDUCATION
CENTER FOR LEARNER ASSISTANCE

Classes	Services
Severe Language Disabilities	Diagnosis and Prescription
Learning Disabilities Primary	Instructional Materials Center
Orthopedically and Multiple Handicapped	Resource Specialists
Profoundly Deaf	Training and Research




PRE-SCHOOL
PUBLIC SCHOOL
POST-SCHOOL
ARCA VOCATIONAL TRAINING
SHELTERED WORKSHOPS
ARCA PRE-SCHOOL
ABSD (ARCA)
ABSD VOCATIONAL TRAINING
PLACEMENT ON JOBS
CENTER FOR LEARNER ASSISTANCE
Learning disabilities
Orthopedically handicapped
Speech Impaired
Multiple Handicapped
Deaf
Others
LD
OH
DISTRICT PROGRAMS
SP
MH
ALASKA TC PRE-SCHOOL
CHILD STUDY
ABSD REGULAR SCHOOLS (others)
Related Service Agencies
HOPE COTTAGE
UNIV OF ALASKA
AMU
MCLAUGHLIN YOUTH CTR
BOOTH MEM HOME
API
EAST HS

Appendix II

Appendix III

Schools in Area C of the

Anchorage Borough School District

Airport Heights

Birchwood

Chester Valley

Chugiak

College Gate

Creekside Park

Eagle River

Homestead

Mountain View

Muldoon

Munaka Valley

Ptarmigan

Williwaw

Wonder Park